



UNITED STATES GENERAL ACCOUNTING OFFICE
WASHINGTON, D.C. 20548

79-2764

INTERNATIONAL DIVISION

REC #733352

NOV 20 1979

The Honorable Stansfield Turner
Director, Central Intelligence Agency

Attention: Office of Legislative Counsel

Dear Mr. Turner:

We have been requested to study the effectiveness of current programs and personnel practices regarding foreign language needs in all Federal agencies. To obtain a comprehensive picture of Federal requirements for personnel having foreign language skills--and related training, assignment policies and procedures--we are distributing the attached questionnaire.

The July 31, 1979, conference report on H.R. 3363 (Department of State Authorization Act, Fiscal Years 1980 and 1981) set forth the requirement for this study and stipulated that our report be completed within 8 months of the date of enactment (August 15, 1979) of the legislation. In order for us to meet the April 15, 1980, reporting deadline, we are requesting the completed questionnaire be returned to us by January 11, 1980.

The conference report on the International Development Cooperation Act of 1979 (H.R. 3324, July 27, 1979) requested agencies with missions abroad to review their requirements for language needs and to report to the Congress any statutory changes necessary to improve their foreign language capabilities. For those agencies with missions abroad, the Chairmen of the Senate Foreign Relations and the House Foreign Affairs Committees have agreed that your response to this questionnaire will satisfy the congressional reporting requirement.

The questionnaire is divided into two sections. The first asks for information, such as policies and procedures on recruitment, training, and use of employees with language skills. It also asks for any statutory changes

you feel might be needed to improve your agency's foreign language capabilities. The second section seeks information on the number of positions requiring language skills and the cost of training.

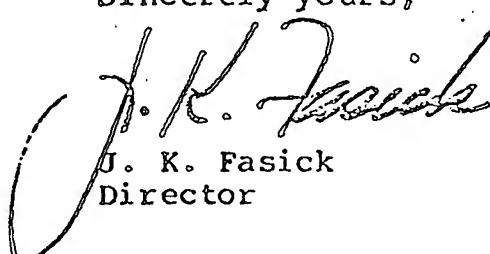
Responses to the questionnaire should be separate for each major organizational component within your department or agency that has significant foreign language needs.

Information from responses to this questionnaire will be used in preparing our overall report. In some cases, we will supplement questionnaire responses by interviewing agency personnel in Washington and overseas and by reviewing agency records. Our International Division is conducting this review under Job Code 467330. We ask that each agency designate a contact person for this questionnaire and have that person contact either David R. Warren or Galen L. Goss at (202) 632-8786 on receipt of the questionnaire. The completed questionnaire should be returned to:

U.S. General Accounting Office
Room 4824
Attention: Mr. David R. Warren
441 G Street, NW
Washington, D.C. 20548

Thank you for your cooperation.

Sincerely yours,


J. K. Fasick
Director

Enclosure

U.S. GENERAL ACCOUNTING OFFICE

Survey Of Federal Practices And Procedures For Staffing Positions That Require Foreign Language SkillsINTRODUCTION

This questionnaire is being used to gather information for a GAO review of Federal practices and procedures for staffing positions that require foreign language skills. It asks for information on the policies, procedures and practices which govern your organization's designation of foreign language positions; recruitment of employees with foreign language skills; foreign language training; and the assignment of employees with foreign language skills. We are also interested in your recommendations for any statutory changes necessary to upgrade the language capabilities of your employees.

Most of the questions can be answered by checking a box or entering a small amount of written information.

A preaddressed return envelope has been enclosed with the questionnaire. We ask that the questionnaire be completed and returned by January 11, 1980. If you will have difficulty in meeting this date or have any questions about the questionnaire or the review, please call either Mr. David R. Warren or Mr. Galen Coss at (202) 632-8786.

In the event that the return envelope is misplaced, the correct return address is:

U.S. General Accounting Office
Room 4824
Attention: Mr. David R. Warren
441 G Street, N.W.
Washington, D.C. 20548

Thank you for your cooperation in the review.

RESPONDENT INFORMATION

Name of Organization: CIA

Name of Person Who May be Contacted for Clarification,

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I. Criteria For Language Designated Positions:

In this part of the questionnaire we are interested in obtaining information on the special needs of your organization for language proficient personnel, and the criteria used to identify language designated positions and set proficiency levels.

- Some organizations have designated specific positions as requiring the knowledge of a foreign language in order to adequately perform assigned duties. Throughout this questionnaire such positions will be referred to as Language Designated Positions (LDP's). How many such language designated positions are there in your organization? If none, please write "none" and go to section II.

Classified

No. of LDP's

- There are many reasons why Federal employees may need to know a foreign language. In your organization, about what percent of the positions designated as language essential have been so designated primarily for each of the following reasons? (An estimate is sufficient. Please do not perform any extensive research.) (Please check one column for each row.)

Knowledge of a foreign language is necessary to:	Less than 10 Percent	10 to 30 Percent	31 to 60 Percent	Over 60 Percent
Supervise foreign employees	<input checked="" type="checkbox"/>			
Deal with the general public in a foreign country			<input checked="" type="checkbox"/>	
Understand significant public pronouncements in a foreign language			<input checked="" type="checkbox"/>	
Interpret for senior mission personnel or high-level official visitors	<input checked="" type="checkbox"/>			
Read written material in a foreign language				<input checked="" type="checkbox"/>
Monitor translations by foreign nationals	<input checked="" type="checkbox"/>			
Collect information for intelligence purposes				<input checked="" type="checkbox"/>
Other (Please specify.)				

3. Is there a central unit or group which identifies your organization's future requirements for language designated positions, or is that responsibility carried out by program or post or site management? (Check one.)

1. Central unit
2. Program management
3. Post or site management
4. Other (Please describe.) _____

4. If performed by a central unit is that work performed in conjunction with the recruitment, training, and assignment offices, or is it performed as a separate function?

1. In conjunction with recruitment, training, and assignment
2. As a separate function
3. Other (Please describe.) _____

5. How often, if at all, does your organization reevaluate the need for language designated positions? (Please check only one.)

1. Annually
2. Every 2 to 3 years
3. When the incumbent leaves a position
4. Never
5. Other (Please explain. Annually
at the minimum and ad hoc
periodically as required.)

6. The Foreign Service Institute has developed a standardized scale for measuring levels of language proficiency.

- 0--no practical proficiency
1--elementary proficiency
2--limited working proficiency
3--minimum professional proficiency
4--full professional proficiency
5--native or bilingual proficiency

Does your organization use this scale for measuring the proficiency of your employees in foreign languages?

1. Yes (Please skip to question 11.)
2. No
7. If no, does your organization use another scale for measuring foreign language proficiency or are employees categorized as proficient or not proficient?

 1. Another scale
 2. Proficient or not proficient

8. If your organization uses another scale do you use separate scales for measuring proficiency in reading and speaking?

 1. Yes
 2. No

9. As stated above, the Foreign Service Institute uses a 5-point scale to measure language proficiency. How many gradations are there on the scale your organization uses to measure proficiency in a foreign language?

(No. of gradations)

10. By what method does your organization determine or establish an employee's level of proficiency in a specific foreign language?
1. Test administered by this organization
 2. Test administered by the organization that provided foreign language training to the employee
 3. Supervisory evaluations
 4. Employee self-appraisal
 5. Successful completion of training course
 6. Other method(s) (Please describe.)

11. How important is each of the following factors in setting the foreign language proficiency level required for positions in your organization requiring foreign language skills? (Please check one column for each row.)

	Not important	Important	Very important
1. Extent of contact with foreign nationals			✓
2. Degree of proficiency a person can normally be expected to achieve within a given level of training		✓	
3. Extent to which English is spoken as a second language in a country	✓		
4. Extent of vocabulary necessary for conducting business			✓
5. Other important factors (Please specify.)			

12. Does your organization have written criteria for determining which positions should be considered Language Designated Positions (LDP's)?

1. Yes (If yes, please attach a copy when returning this questionnaire.) *Classified*

2. No

II. Recruitment of Employees with Foreign Language Skills

Here we are interested in determining if your organization is able to recruit and hire employees with the necessary language skills.

13. It may sometimes be necessary to fill some Language Designated Positions with personnel who do not possess the desired level of foreign language proficiency. For some other positions, however, the importance of foreign language proficiency to the adequate performance of duties is so great that only someone with the required foreign language proficiency would be assigned to the position. Does your organization have any positions in this latter category?

1. Yes

2. No

3. Not sure

14. If yes, how many such positions are there in your organization?

Classified
(No. of positions)

15. Apart from general personnel ceilings and budgetary restrictions, does your organization have problems in recruiting personnel with language skills?

1. Yes

2. No (If no, please go to Section III.)

16. If yes, how great a problem is each of the following factors in recruiting foreign language skilled personnel? (Please check one column for each row.)

	Little or no problem	Slight problem	Moderate problem	Serious problem	Very serious problem
Lack of people with training in the required language skills in the employment market				✓	
Difficulty of finding people with the combination of professional and language skills needed				✓	
Complications due to Federal hiring regulations and procedures			✓		
Difficulty of finding people with a high enough level of proficiency in a foreign language			✓		
Other (Please specify.)					

III. Language Training:

In this portion of the questionnaire we are interested in the policies, procedures and practices regarding language training for both employees and dependents; where that training is provided; how language proficient personnel are tested; and how the agency keeps track of them.

17. Does your organization provide any foreign language training to its employees, either directly or through arrangements with other Federal agencies or commercial or academic institutions?

1. Yes

2. No (If no, please go to question 30.)

18. There are many circumstances under which an organization might provide foreign language training to its employees. Please indicate by checking the appropriate box whether each of the following occasions is one in which your organization would provide foreign language training to its employees. (Please check yes or no for each.)

1. When an employee without desired language proficiency is assigned to a language designated position

Yes No

2. When an employee needs help to retain a language skill

Yes No

3. When an employee requests foreign language training

Yes No

4. When it is necessary to increase the organization's capability in a particular language because of anticipated changes in organization responsibilities

Yes No

5. When an employee is assigned to a position which is not language designated, but for which foreign language skills would be desirable

Yes No

19. Please list any other typical circumstances under which foreign language training is provided to employees.

20. Does your organization provide foreign language training for spouses or dependents of employees? (Check as many as apply.)

1. Yes, for spouses
2. Yes, for dependents
3. No (If no, please skip to question 23.)

21. If yes, under which of the following circumstances does your organization provide foreign language training for spouses or dependents? (Please check yes or no for each.)

1. When there is space available in classes set up for employees

Yes No

2. When spouse or dependent, age 18 or over, is going to accompany employee overseas

Yes No

3. To enable spouse or dependent to contribute to the organization's mission

Yes No

22. Please list any other typical circumstances under which foreign language training would be provided to spouses or dependents.

23. During FY 1979 was any of the foreign language training provided to employees provided through arrangements with commercial or academic institutions?

1. Yes

2. No (If no, please skip to question 26.)

24. Now, please consider the occasions during FY 1979 in which foreign language training was provided by a commercial or academic source. How often in those occasions was each of the following the primary reason the training was obtained from a commercial or academic rather than a government source? (Check one column for each row.)

	Always or almost always	Most of the time	About half of the time	Occasionally	Never or almost never
Commercial or academic classes were more conveniently located				✓	
Commercial or academic classes were offered at the time employee needed to take them	✓				
Commercial or academic facilities offered the required language whereas Government facilities didn't			✓		
Commercial or academic facilities were less costly			✓		
Commercial or academic facilities offered higher quality instruction than was available through Government facilities			✓		
Commercial or academic facilities provided highly specialized vocabulary not covered in a Government course			✓		
Student's proficiency in the language required specialized instruction			✓		

25. What percentage (in dollar terms) of arrangements with commercial institutions in FY 1979 were made under open-ended interagency contract?

less than 01 %

26. Does your organization have any written policies or procedures regarding the use of Federal and non-Federal organizations to provide foreign language training for organization employees?

1. Yes (If yes, please attach a copy when returning this questionnaire.) *Classified*
 2. No

27. Is a foreign language aptitude test given to employees prior to their receiving foreign language training.

1. Yes, always
 2. Yes, sometimes
 3. No (If no, please skip to question 29.)

28. If yes, are the results of the aptitude test used in determining whether or not the employee will receive the training, in determining the extent of training needed, or in both ways? (Please check one.)

1. In determining whether or not to train
 2. In determining the extent of training needed
 3. In both of the above listed ways

29. Are employees who have taken foreign language training tested as soon as they complete the course?

1. Yes, in all, or almost all cases
 2. Yes, in some cases
 3. No

30. Does your organization have a general policy of testing an employee's proficiency in a foreign language before the employee begins to serve in a language designated position?

1. Yes
 2. No (If no, please skip to question 32.)

31. If yes, is such testing usually carried out immediately prior to the employee's assuming the duties of the language designated position or prior to being selected for the position? (Please check one.)

1. Immediately prior to assuming duties
 2. Prior to being selected for position

32. Are all, or most, employees with foreign language skills tested periodically regardless of their assignment at the time?

1. Yes
 2. No

33. If yes, how frequently is such testing carried out? (Please check one.)

1. Annually
 2. Every two years
 3. Every three to five years
 4. Other (Please specify.)
-
-

34. Does your organization have any written policies or procedures concerning the testing of foreign language proficiency of employees?

1. Yes (If yes, please attach a copy when returning this questionnaire.) 18-3
2. No

35. Does your organization maintain a centralized inventory or listing of all employees with foreign language skills including the particular language(s) in which each is skilled?

1. Yes
2. No (If no, please skip to 38.)

36. If yes, does that listing include employees who are not currently serving in language designated positions?

1. Yes
2. No

37. When a vacancy exists in a language designated position, is the inventory or listing consulted in order to identify possible candidates for the vacancy?

1. Yes, always
2. Yes, sometimes
3. No

38. In selecting employees to fill a typical language designated position in your organization, is foreign language proficiency given more weight than, less weight than, or about equal weight to the non-foreign language requirements of the position? (Please check only one.)

1. Foreign language proficiency is given more weight
2. Foreign language proficiency is given about equal weight
3. Foreign language proficiency is given less weight

39. How far in advance of their reporting date are employees typically notified of their assignment to language designated positions?

1. Less than 6 months in advance
2. 6 to 12 months in advance
3. 13 to 18 months in advance
4. Over 18 months in advance
5. Not applicable - no language designated positions

IV. Utilization of Employees with Foreign Language Skills:

The following questions are concerned with organizational policies and practices designed to encourage employees to acquire and maintain language skills. We are also interested in problems associated with retaining language proficient individuals.

40. Does your organization offer employees with-in-grade pay increases for foreign language proficiency?

1. Yes
2. No

41. Does your organization offer other monetary incentives to foreign language proficient employees?

1. No
2. Yes (Please specify.)

See Language Incentive
Program (5 Tached)

42. Does your organization offer any other non-monetary incentives to employees to acquire and/or maintain foreign language proficiency?

1. No
2. Yes (Please specify.) Job assignments
Performance evaluation
Competitive ranking

43. Is foreign language proficiency a factor in considering an employee for promotion?

1. Yes
2. No

44. In assessing a typical language-proficient employee's potential for career advancement in your organization, is foreign language proficiency given more weight than, less weight than, or about equal weight to the other professional skills of the employee? (Please check only one.)

1. Foreign language proficiency is given more weight
2. Foreign language proficiency is given about equal weight
3. Foreign language proficiency is given less weight

45. About how many foreign language-qualified employees left your organization in FY 1979?

_____ (Number)

46. Do you consider this level of attrition a significant problem?

1. Yes
2. No

V. Cost of Upgrading Employees' Language Skills:

47. How great a problem, if any, is each of the following in filling your positions requiring proficiency with "world" languages; i.e., French, German, Italian, Portuguese, Spanish? (Please check one column for each row.)

	Little or no problem	Small problem	Moderate problem	Serious problem	Very serious problem
Too little money available for language training	✓				
Difficulty in releasing employees for training				✓	
Too few personnel to allow individuals to take extended periods of time for language training					✓
Other (please specify.) _____					

48. How great a problem, if any, is each of the following in filling your organization's positions requiring proficiency in other languages than the "world" languages referred to in question 47? (Please check one column for each row.)

	Little or no problem	Small problem	Moderate problem	Serious problem	Very serious problem
Too little money available for language training	✓				
Difficulty in releasing employees for training					✓
Too few personnel to allow individuals to take extended periods of time for language training					✓
Other (Please specify.) _____					

49. Please estimate how much in additional funding above your organization's FY 1980 already budgeted amount for foreign language training would be required to fill all language designated positions in the organization with persons having the desired level of foreign language proficiency by the end of FY 1980. Please provide additional details concerning this estimate by showing the estimated amount that would be needed in each of the categories listed below as well as any others that are appropriate.

CLASSIFIED

Cost category	Amount needed
Student salaries, books and tuition	\$ _____
Appropriate travel, per diem, and allowances	_____
Additional instructors	_____
Expanded instructional facilities	_____
Additional positions needed to allow greater numbers of personnel to attend training for a longer period of time	_____
Additional staff and student positions required for programs impacting on effective utilization of foreign language related programs; e.g., assignment, training, and testing programs?	_____

Other categories (please list.)

VI. Statutory Changes:

Congress specifically expressed interest in learning of statutory changes needed to improve the language proficiency of Federal personnel. In this section of the questionnaire we are interested in obtaining information on statutes relating to foreign language capabilities in Federal agencies and any changes you feel are needed to increase your organization's foreign language capabilities.

50. Please provide in the space below legislative citations, if any, referring to language training or the need for language skills that are pertinent to your organization.

Removal of USC GS-12

Ceiling on linguist positions.

VII. Other Comments

53. If you have any comments relating to the foreign language requirements of Federal agencies or any other comments concerning Federal practices and procedures for filling positions requiring language skills, please add them here. Please complete the attached tables where applicable. Thank you for your cooperation.

51. Do you feel that the statutory authority your organization now has is adequate to provide your organization with the language-qualified people it needs?

1. Yes (If yes, please skip to question 53.)

2. No

52. If no, please cite existing legislation and describe either specifically or in general the changes you would like to see.

Table I

FULL-TIME PERMANENT U.S. CIVILIAN POSITIONS
IN TOTAL AND THOSE DESIGNATED AS REQUIRING
FOREIGN LANGUAGE PROFICIENCY
AS OF SEPTEMBER 30, 1979

Organization positions	Located Overseas		Located in U.S.	
	Professional	Other ^{a/}	Professional	Other ^{a/}
Total number of positions authorized in organization				
Total number of positions filled in organization				
Number of authorized positions that have been designated as requiring proficiency in a foreign language (LDP's) ^{b/}				
Number of LDP's filled by an incumbent who has the required foreign language proficiency			48%	
Number of LDP's filled by an incumbent who does not have the required foreign language proficiency			68%*	
Number of LDP's unfilled			32%	

^{a/} Many "Other" classifications may be arbitrary, but could include clerical, administrative, and technical staffs.

^{b/} Language designated position

- * represents fulfillment of language designated positions at no less than the 3 level of proficiency in specified skills (reading, writing, understanding).
- * represents fulfillment of LDPs at no less than 2 level of proficiency in specified skills.

Table II

FULL-TIME PERMANENT U.S. CIVILIAN POSITIONS LOCATED
IN THE U.S. AS OF SEPTEMBER 30, 1979 CATEGORIZED
ACCORDING TO LANGUAGE AND PROFICIENCY
LEVEL REQUIREMENTS

Instructions

Please enter across the top, in columns A through F, for each of the languages shown and any others for which LDP's exist in the organization the various proficiency levels at which there is at least one LDP. Then enter under each proficiency level listed 1) the number of LDP's authorized at that proficiency level; 2) the number filled by persons possessing that level of proficiency; 3) the number filled by persons not possessing that level of proficiency; and, 4) the number unfilled.

Note: All information should be as of September 30, 1979.

Classified

Proficiency Levels ^{a/}

Language		A	B	C	D	E	F
<u>Chinese</u>	Authorized						
	Filled at level						
	Filled at non-level						
	Unfilled						
<u>French</u>	Authorized						
	Filled at level						
	Filled at non-level						
	Unfilled						
<u>German</u>	Authorized						
	Filled at level						
	Filled at non-level						
	Unfilled						
<u>Italian</u>	Authorized						
	Filled at level						
	Filled at non-level						
	Unfilled						

^{a/} List proficiency level required, i.e., speaking (S) and reading (R), using the Foreign Service Institute's proficiency (0 to 5) rating system. If you use another rating system, write in the proficiency scale used.

Table III

Approved For Release 2004/05/12 : CIA-RDP83-00156R00100060010-0

FULL-TIME PERMANENT U.S. CIVILIAN LANGUAGE DESIGNATED POSITIONS
OVERSEAS AS OF SEPTEMBER 30, 1979
CATEGORIZED ACCORDING TO LANGUAGE AND PROFICIENCY LEVEL
REQUIREMENTS AND COUNTRY IN WHICH POSITION IS LOCATED

Instructions

Please enter in column A each foreign language in which your organization has at least one LDP. In column B, list each foreign country in which at least one LDP in that language is located. Then on each line, for each foreign country listed, enter in column C the number of authorized LDP's in that country, in that language, categorizing the LDP's according to the language proficiency level required. Complete columns D through F to show the number of LDP's filled by incumbents with the required level of proficiency, the number filled by incumbents who have less than the required level of proficiency, and the number unfilled. All of this information should be as of September 30, 1979.

The example below shows that 50 LDP's are authorized in the Spanish language in Colombia. Ten are authorized at a proficiency level of reading 4/speaking 4; 20 require a proficiency level of reading 3/speaking 3; and 20 are authorized at a proficiency level of reading 3/speaking 2. Four of the 10 LDP's authorized at the R4/S4 level are filled at the required proficiency level; 15 of the 20 authorized LDP's at the R3/S3 level are filled at the required proficiency level; and all 20 of the 20 authorized at the R3/S2 level are filled at the required proficiency level. There are 6 LDP's at the R4/S4 level filled at less than the required proficiency level. There are no unfilled LDP's at the R4/S4 and R3/S2 levels but there are 5 R3/S3's unfilled. Please begin your first entry on the following page. (The entry below is an example only.)

Language	Country	LDPs Authorized				LDPs Filled at Required Proficiency Level				LDPs Filled at Less Than the Required Proficiency Level				LDPs Unfilled			
		# by proficiency level R/S ^{a/}	R4/S4	R3/S3	R3/S2	Total	# by proficiency level R/S ^{a/}	R4/S4	R3/S3	R3/S2	# by proficiency level R/S ^{a/}	R4/S4	R3/S3	R3/S2	# by proficiency level R/S ^{a/}	R4/S4	R3/S3
Spanish	Colombia	10	10	20	20	50	4	4	15	20	6	6	0	0	5	5	0

Classified

^{a/} List proficiency level required, i.e., speaking (S) and reading (R), using the Foreign Service Institute's proficiency (0 to 5) rating system. If you use another Approved For Release 2004/05/12 : CIA-RDP83-00156R00100060010-0

Table IV

**TOTAL EXPENDITURES FOR
FOREIGN LANGUAGE TRAINING FOR
FULL-TIME PERMANENT U.S. CIVILIAN EMPLOYEES
FISCAL YEAR 1978**

Instructions

For each foreign language in which organization employees received training in FY 1978, enter on the appropriate line the number of employees trained by the Foreign Service Institute (FSI), the Defense Language Institute (DLI), an academic institution, a commercial institution, or some other source; the total salaries paid to them while they received the training; any travel and per diem costs they incurred during that time; their tuition costs; other related expenses; and the total of those four cost elements. Similarly, for each foreign language in which training was provided to spouses or dependents of organization employees during FY 1978, please show the total number of persons receiving the training; their total tuition; any other expenses; and the total of the two cost elements.

CLASSIFIED

Language	Training Source	Organization Employees						Spouses and Dependents			
		Number	Salaries while in training	Travel and Per diem for training	Tuition	Other related expenses	Total cost	Number	Tuition	Other ^{a/}	Total cost
Chinese	FSI										
	DLI										
	Academic										
	Commercial										
	Other										
French	FSI										
	DLI										
	Academic										
	Commercial										
	Other										
German	FSI										
	DLI										
	Academic										
	Commercial										
	Other										

^{a/} Explain nature of these expenditures. Could include books, etc.

TOTAL EXPENDITURES FOR
FOREIGN LANGUAGE TRAINING FOR
FULL-TIME PERMANENT U.S. CIVILIAN EMPLOYEES
FISCAL YEAR 1979

Instructions

For each foreign language in which organization employees received training in FY 1979, enter on the appropriate line the number of employees trained by the Foreign Service Institute (FSI), the Defense Language Institute (DLI), an academic institution, a commercial institution, or some other source; the total salaries paid to them while they received the training; any travel and per diem costs they incurred during that time; their tuition costs; other related expenses; and the total of those four cost elements. Similarly, for each foreign language in which training was provided to spouses or dependents of organization employees during FY 1979, please show the total number of persons receiving the training; their total tuition; any other expenses; and the total of the two cost elements.

D/2CS, F101

Language	Training Source	Organization Employees						Spouses and Dependents			
		Number	Salaries while in training	Travel and per diem for training	Tuition	Other related expenses	Total cost	Number	Tuition	Other	Total cost
Chinese	FSI										
	DLI										
	Academic										
	Commercial										
	Other										
French	FSI										
	DLI										
	Academic										
	Commercial										
	Other										
German	FSI										
	DLI										
	Academic										
	Commercial										
	Other										

a/ Explain nature of these expenditures. Could include books, etc.

Table VI

PROJECTED FOREIGN LANGUAGE TRAINING LEVELS AND COSTS
FOR FULL-TIME PERMANENT U.S.
CIVILIAN EMPLOYEES
BY FISCAL YEAR

Instructions

Please enter in the appropriate column, for each foreign language in which your organization plans to provide training to employees during FY 1980 through FY 1984, the number that you plan to have receive training from the Foreign Service Institute (FSI), the Defense Language Institute (DLI), from academic institutions, from commercial institutions, and from other sources, each year. For fiscal years 1980 and 1981 please also enter the estimated cost of the training being referred to.

Class, F.Y.

Language	Training Source	1980		1981		1982		1983		1984	
		Number	Cost								
Chinese	FSI										
	DLI										
	Academic										
	Commercial										
	Other										
French	FSI										
	DLI										
	Academic										
	Commercial										
	Other										
German	FSI										
	DLI										
	Academic										
	Commercial										
	Other										
Italian	FSI										
	DLI										
	Academic										
	Commercial										
	Other										